A Report Prepared by the

Ad Hoc Committee on the Next Generation

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PREAMBLE

Change can be rapid. In a matter of a short decade, technological innovations have revolutionized the ways that we communicate, collaborate, and even think. The millennial generation is a testament to the transformative effects of technological advancement. There have been countless numbers of studies on professionals in Generations Y and Z that aim to increase our understanding of their characteristics and profile. Importantly, a growing number of associations and institutions are considering how to adapt their workplaces to the changing needs of the modern-day professionals in Generations Y and Z. Millennials represent a specific population, with a unique set of values and contributions that must be considered if organizations wish to foster their innovation, creativity, and leadership.

Two years ago, the American Speech-Language-Hearing Association (ASHA) Ad Hoc Committee on Leadership Cultivation (Ad Hoc CLC) was created to further explore and cultivate leadership within the Association. This committee identified *Early Career Professionals* (ECPs) as one of four volunteer leadership levels within the Association that provides a leadership pathway to ultimately becoming emerging and experienced leaders within the professions. ASHA defines ECPs as professionals who are under 30 years of age or have less than 5 years of experience in the field. ECPs may take initiative to address issues and develop programs within their work environment, they may be involved in professional teams within their work at the local or state level, and they may also be involved or have had experience in ad hoc volunteer opportunities within professional state and/or national associations. These stages of early professional involvement give them potential to be on the path to becoming emerging/experienced leaders. *Emerging leaders* are members who have previously held committee leadership roles at the state level and/or participate as a member on a committee, board, or council (CBC) with ASHA. *Experienced leaders* are members who have achieved top leadership positions within ASHA (e.g., Board of Directors [BOD], committee chair) and/or are leaders within their own academic/work environments. The Ad Hoc CLC recognized the need to engage more ECPs within the Association and to cultivate them as future leaders of the professions.

To address the changing trends of the professional population and discover ways to diversify volunteer leadership to represent ECPs, in March 2015, the 2015 BOD approved BOD Resolution 6-2015, which formed ASHA's Ad Hoc Committee on the Next Generation (Ad Hoc NGC). This ad hoc committee—consisting of ECP members and seasoned volunteer leaders—was to be responsible for providing recommendations as to how ASHA could better provide for ECPs and how, conversely, the ECPs could contribute to and engage with ASHA.

Provided below is the charge of the Ad Hoc NGC as well as activities and recommendations of the Committee.

COMMITTEE CHARGE

The Ad Hoc Committee on the Next Generation (Ad Hoc NGC) is charged with developing recommendations as to how ASHA can provide a community for Early Career Professionals; provide training, networking, and leadership to encourage ECP engagement within ASHA; communicate and collaborate with ECPs; and provide opportunities to make ASHA leadership and members aware of ECPs' interests, accomplishments, and contributions. These recommendations would be submitted to ASHA by April 1, 2016.

COMMITTEE PROCESSES

The Ad Hoc NGC's enabling resolution (BOD 6-2015) noted that the committee would consist of five ECPs across both disciplines (the chair, two audiology members, and two speech-language pathology members); ASHA's Director of Association Governance Operations serving as ex officio, with assistance from the Volunteer Operations Manager; Chair of the Committee on Leadership Cultivation of the Leadership Cultivation and Nominations Board (CLC/LCNB); and the Immediate Past President serving as board liaison.

The Ad Hoc NGC completed its work by having regular monthly conference calls, with the first call taking place in May 2015. To kick-start the Committee's work, a flowchart was created to guide the Committee's thinking across each of the four charges (see Appendix A). Weekly conference calls took place in October and November, when the committee was working to meet deadlines leading up to the ASHA Convention, as well as in February 2016, to finalize discussions and outcomes of this Committee. In August 2015, the committee convened at the ASHA National Office to discuss and design action plans aimed at completing the four parts of the committee charge as they align with the eight objectives of ASHA's Strategic Pathway. During this meeting, the Ad Hoc NGC also had a brief joint meeting with the CLC/LCNB.

Prior to the August 2015 face-to-face meeting, the Committee identified six areas of focus that would form its six subcommittees. Each subcommittee covers an area of research that Committee members identified as being critical to developing a holistic understanding of ECPs and how they can best be engaged by the Association.

> *Survey Development Subcommittee*: Charged with designing a survey to capture data on a large number of ECPs.
>
> *Baseline Assessment of Current Resources Subcommittee:* Charged with compiling a database of existing resources within ASHA relevant to ECPs and their interests.
>
> *Audiology Subcommittee:* Charged with ensuring that the audiology perspective is reflected across all of the Committee's work.

Communication and Networking Subcommittee: Charged with researching current systems of communication across existing bodies within the Association and identifying new systems that would facilitate communication between ECPs and ASHA.

ASHA Convention Planning Subcommittee: Charged with designing the ECP event at the 2015 ASHA Convention.

Online Community Subcommittee: Charged with exploring the potential of an online community for ECPs and how the Committee's charge could be met with the formation of such.

During the course of the activities, a number of resources were used to facilitate the work of the Committee and to ensure credibility. These resources included but were not limited to (a) the *Ad Hoc Committee on Leadership Cultivation Report* (ASHA, 2013); (b) ASHA's Strategic Pathway (ASHA, n.d.); (c) other professional associations' models of engaging newer professionals; (d) *Engaging Young Association Members,* a white paper for the association industry (Association Laboratory, 2015); (e) various articles on the qualities and characteristics of Generations Y and Z; and (f) interviews with ASHA staff and leaders, including Ingrida Lusis, ASHA's Director of Federal and Political Advocacy.

COMMITTEE ACTIVITIES

The Ad Hoc NGC completed a number of activities throughout their 1-year term, including an event at the 2015 ASHA Convention and the implementation of a large-scale survey of ECPs. The Ad Hoc NGC had a budget to plan an event for the 2015 ASHA Convention. The Committee planned a combined reception and panel tailored toward leadership and involvement within the Association as well as local- and state-level leadership. The panel consisted of emerging and existing leaders with diverse levels of engagement who shared insights on their respective leadership and professional development journeys. Attendees were also given detailed information on ASHA's current resources and opportunities relevant to ECPs in order to ensure that they would leave the reception with a bulk of resources that they could immediately access. This information was presented both electronically and visually in the form of a handout (see Appendix B).

To develop a thorough understanding of ECPs, the committee decided that ECPs should be directly involved and asked for their reflections on ASHA and leadership engagement. A survey was designed and launched to assist in compiling firsthand perspectives from ECPs themselves. The purposes of the survey were to

1. evaluate ECP satisfaction with ASHA membership;
2. identify challenges that ECPs face within the professions;

3. evaluate ECPs' perspectives on existing ASHA programs and services;
4. identify ECPs' attitudes toward leadership and engaging with the Association and challenges that may be deterring such involvement;
5. identify how ECPs wish to be involved/engaged; and
6. establish a platform where ECPs can express their concerns and reflect on ASHA membership.

Results from the survey established a foundation on which the majority of the Ad Hoc NGC's recommendations were based. These results confirmed expected outcomes that the Committee had already discussed and justified new recommendations. In September 2015, ASHA's Survey and Analysis Team fielded the online survey to 4,004 ECPs. Of the 1,003 ECPs who returned the survey (response rate: 25.5%), the majority (92%) were speech-language pathologists (SLPs), and 7% were audiologists. 78% of the respondents were age 30 years or younger, and most (53%) had been a member of ASHA for 1–3 years.

Below you will find a summary of the survey results. (See Appendix C for complete survey results.)

Summary of Survey Results

Respondents reported on their demographics.

- The majority of the respondents (92%) were SLPs; 7% were audiologists; less than 1% were speech-language-hearing scientists; and 2% have another status.
- The majority of respondents (78%) were age 30 years or younger.
- Most respondents (53%) had been a member of ASHA for 1–3 years.
- More than one third of respondents (37%) reported that they belong to their state speech-language-hearing association.

Respondents were asked to rate satisfaction with ASHA membership.

- Most respondents reported that they are somewhat satisfied (54%) or very satisfied (37%) with their ASHA membership.
- Many respondents attributed their satisfaction to the abundance of resources available to them as members. Many who were unsatisfied said the benefits of membership are not worth the cost.

Respondents were asked to rate and identify their top professional challenges.

- In comments, ECPs who are audiologists indicated that their top professional challenge is *reimbursement.* Those who are SLPs indicated that their top professional challenge is *high caseload or workload size.* ECPs noted numerous other challenges, as well, including time management and society's lack of understanding of what the professions of audiology and speech-language pathology entail.

Respondents were asked to rate their experience with finding information through ASHA.

- Most respondents (55%) rated their experience with finding information relevant to their needs through ASHA as *good;* 18% rated it as *excellent.*

Respondents were asked to rate their use of existing ASHA programs, products, and services.

- Many respondents indicated that the 21 programs, products, and services listed in the survey are *somewhat useful* or *very useful.*
- When asked to select the one program, product, or service that best meets their needs as an ASHA member, most selected *continuing education opportunities* (29%), *scholarly journals* (21%), or *The ASHA Leader* (13%).
- Most respondents indicated that they are not familiar with volunteer opportunities (62%), the online Practice Portal (59%), the online Take Action Center (58%), or podcasts (57%). Half said that they are not familiar with live online chats. A very small percentage (4%) said that they are not familiar with *The ASHA Leader*.

Respondents were asked to rate potential new ASHA initiatives.

- Of the seven potential new initiatives listed in the survey, *somewhat interested* and *very interested* ratings were highest for *special education sessions for early career professionals (online)* (87%) and *online community for early career professionals* (81%).
- When asked what additional activities or services ASHA could offer that would benefit them both professionally and personally at this stage of their career, the most common write-in response was "free or low-cost continuing education opportunities."

Respondents were asked to reflect on how successful they think ASHA is at engaging younger generations.

- Half of respondents (50%) think that ASHA is successful at engaging younger generations, 15% think ASHA is not successful, and 35% do not know.
- Many respondents who think that ASHA is successful at engaging younger generations commented on the wealth of online materials available to them. Many respondents who do not think that ASHA is successful indicated that the benefits of membership are not worth the cost, perhaps especially for ECPs with student loan debt and salaries lower than individuals with more years of experience in audiology or speech-language pathology.

Respondents were asked to rate the value of involvement in ASHA.

- Nearly half of respondents (41%) expressed interest in getting involved/more involved in ASHA.
- These respondents were asked to indicate their top three reasons for wanting to get involved/more involved. Of the eight possible choices, percentages were highest for *professional growth and development* (93%), *opportunities to make a difference* (56%), and *preparation for career growth* (50%).

Respondents' general comments provided valuable insights and can be summarized as follows.

- Respondents revealed a number of new ASHA programs, products, and services.

- Respondents offered praise and criticism.
- Respondents reiterated the need for affordable dues and continuing education opportunities.

COMMITTEE RECOMMENDATIONS

The cornerstone recommendation of the Ad Hoc NGC is that ASHA establish a standing Next Generation Committee that continues to focus on the needs of ECP members.

Throughout the work of the Ad Hoc NGC, it was identified early on that there is a real need for (a) ongoing efforts to foster long-term engagement of ECPs within ASHA and (b) the creation of a system of communication within ASHA that would ensure ECP representation. Therefore, many of the recommendations and initiatives are dependent on the formation of a standing committee. The creation of a standing NGC is explained in the first recommendation. The remaining recommendations would require collaboration and partnership with the NGC, the CLC/LCNB, and ASHA units serving our members. The NGC would provide expertise and leadership in the design and implementation of these efforts as well as an assessment of success in meeting the needs of ECPs and future ASHA leaders.

1) *Creation of a Standing Next Generation Committee*

The standing NGC would implement initiatives and recommendations proposed by the Ad Hoc NGC that focus on the Ad Hoc NGC's charges: (a) oversee the online community for ECPs; (b) provide training, networking, and leadership to encourage ECP engagement within ASHA; (c) collaborate and communicate with ECPs; and (d) provide opportunities to make ASHA leadership and members aware of ECPs' interests, accomplishments, and contributions. The standing NGC would continually look to the future to understand the changing needs of the ECPs and how ASHA can help meet those needs.

The standing NGC would support the Association, as well as existing bodies within the Association (such as the CLC/LCNB), in addressing ECP-relevant issues and in ensuring comprehensive, cohesive communication and representation. **(Expected annual budget for six to eight people: $10,000)**

2) *Formation of an ECP Online Community*

The Ad Hoc NGC recommends the formation of an ECP online community that would be exclusively accessible and available to ECPs within the Association. The online community would utilize an opt-in model for members, which was determined through our survey results to be the most efficacious method for formation of the online community. This model would allow members to voluntarily enroll in the online community which, according to ASHA's Digital

Communications Team, would allow for a higher level of activity and engagement because members will have *chosen* to join versus being automatically opted in.

The ECP online community would be moderated and managed by members of the standing NGC. In the early stages, the standing NGC would also be responsible for content development, but as the community gains members and momentum, it is expected that members would post content (e.g., discussion topics), keeping the site organically active and engaging. Such a community would form a platform through which ECPs can engage directly with one another to ask questions, network, and discuss ECP-relevant issues. It would also provide the Association with ongoing, invaluable information on current and pressing ECP issues at any given time (i.e., "What is the current hot topic?") and would further enable the Association to communicate directly with the ECP community to share resources, new initiatives, and opportunities for involvement directly relevant to their interests. According to Association Laboratory's 2015 white paper, "Engaging Young Association Members," creating a mechanism that allows for ongoing research of members' perceptions and goals is important in successfully engaging young members because it enables the association to be aware of dynamic shifts within the group.

Not only would the online community foster improved, direct communication between the Association and ECPs, it would also nurture early involvement with the Association that can be part of a longer trajectory toward active and engaged leadership involvement. The Ad Hoc NGC's survey revealed that the majority of ECPs (81%) have a high level of interest in the formation of an online community for ECPs.

3) New and Existing Training and Education for ECPs

The ECP survey results indicated that many members are interested in specific educational resources, some of which are already provided by ASHA but may not be familiar to ECPs. For example, survey results indicated that the majority of ECPs are not familiar with a number of existing educational resources provided by ASHA: 59% are unfamiliar with the online ASHA Practice Portal, 58% are unfamiliar with the Take Action Center, and 57% are unfamiliar with ASHA's podcasts. In the "Comments" section of the ECP survey, individuals requested increased resources on specific communication disorders and treatment methods, both of which are already covered in ASHA's online Practice Portal. This shows that perhaps a higher degree of communication between ASHA and ECPs would help raise awareness of existing resources that would be of interest to ECPs. This can also be addressed by the online community described above.

There are also multiple new educational resources that the Ad Hoc NGC recommends ASHA create to better support the needs of ECPs:

a) Develop a new member welcome guide to be distributed to all ECP members; the purpose would be to communicate the resources and benefits of ASHA to ECPs when

they first join the Association. It is recommended that the guide include information on how to navigate the ASHA website as well as specific links and resources beneficial to ECPs. The Ad Hoc NGC's research on ASHA's existing resources relevant to ECPs can be used for the development of such a guide.

b) Consider expanding the ASHA website to include a section specifically for ECPs (currently, there is a section for Audiologists, Speech-Language Pathologists, Students, and Faculty). This new section would include publicly accessible information as well as member-specific information (i.e., online community and member benefits) geared toward this specific population. Through researching other professional associations' websites, the Ad Hoc NGC also recommends that the site include a Frequently Asked Questions (FAQ) section, addressing common concerns/inquiries that ECPs may have. The formation of a standing NGC would help identify what ECPs' common concerns are and how ASHA might be most responsive to addressing them. The NGC would also support ASHA in developing content for an ECP-focused webpage.

c) Many ECPs (87%) expressed interest in education sessions directly targeted at ECPs (e.g., a webinar format) and a "crash course" on SLPs working across different settings. These two resources can support professionals in their early years as they are navigating the numerous occupational settings that the professions offer.

One of the two greatest professional concerns for ECPs revealed by the survey was the cost of continuing education sessions. It is understood that ASHA is already making ongoing efforts to support the entire membership with low-cost CEUs. The Ad Hoc NGC recommends that ASHA communicate free and low-cost CEUs to ECPs on an ongoing basis. ECPs are unique in that they are at the early stages of career development; therefore, they are still building financial stability and are likely to be struggling with student loan repayment. Increasing efforts to develop low-cost continuing education opportunities—specifically for ECPs—would help ECPs feel supported by ASHA. The online community can also be used as a platform to communicate free and low-cost CEU opportunities to ECP members.

The second top professional challenge was identified as a high caseload/workload size. Although the Ad Hoc NGC understands that this is a member-wide concern, there should be specific emphasis on how ECPs can work through these challenges, as they are new to the professions. Publishing "member spotlights" and telling the story of how other professionals worked through these challenges in their early years can also address this concern. These member spotlights can potentially be included in a variety of ASHA media, including *The ASHA Leader* and blog. The NGC considers this an important area to address, as time management will be key to encouraging early professionals to also engage in leadership and volunteerism.

4) Leadership Cultivation

Cultivating interest in leadership among ECPs was identified by the CLC/LCNB as a primary area of concern within ASHA, as newer generations are also the future of the professions and their leadership is key to moving the field toward growth.

When evaluating why ECPs may not be engaged in volunteer leadership with ASHA, it was identified that the majority of ECPs (62%) are not familiar with volunteer opportunities within ASHA, yet nearly half (41%) are interested in getting involved. Of these individuals who are interested in getting involved, *professional growth and development* (93%), *opportunities to make a difference* (56%), and *preparation for career growth* (50%) were key factors driving their interest. Other comments within the survey revealed that ECPs may not necessarily feel qualified to engage in volunteer work or leadership, and they feel that volunteer positions within ASHA are more suitable for seasoned professionals. Some also reported that they expressed interest in getting involved on the Committee Interest Form, but no opportunities became available (or, they had not yet been contacted). There seems to be a pressing need for a more systematic pathway for leadership growth that will support members through the five stages of leadership identified by the CLC/LCNB (Entry Leaders, Early Career Leaders, Emerging Leaders, Experienced Leaders). Currently, early leaders are typically recruited based on previous involvement with National Student Speech Language Hearing Association (NSSLHA) leadership, the Minority Student Leadership Program (MSLP), or other ASHA-related volunteer opportunities. However, this system does not account for early leaders with new interest in leadership or for individuals who did not have the opportunity to be involved during their academic careers. A more systematic method to cultivate and recruit leadership would account for individuals who do not know how to begin their leadership journey and also for those who have already begun that journey but require some mentorship and support in following the most appropriate leadership pathway.

The Ad Hoc NGC has a number of recommendations for a new leadership cultivation system for ECPs:

a. Consider developing an "ASHA Ambassador" recognition. Recognition would be given to ECPs who have demonstrated early involvement in leadership (via former local NSSLHA chapters or national NSSLHA, the Leadership Development Program [LDP], MSLP committee involvement, ad hoc volunteering with ASHA, advocacy work, etc.). This would allow ECPs to receive formal recognition for early leadership roles and would support their qualification for future steps in leadership. Recognition, validation, and an overall feeling of accomplishment are key to fostering ongoing leadership, volunteerism, and engagement.
b. Consider broadening the LDP to include individuals who have served as members (not chairs) of a committee, ad hoc committee, board, or council. It is understood that the LDP has previously had an ECP cohort, and the Ad Hoc NGC recommends that this cohort occur every other year, in a cyclical fashion to

support systematic leadership growth. A standing NGC can support ASHA in identifying ECPs for these cohorts.

c. Should there be a standing NGC and an ECP online community, the site can also provide numerous opportunities for early leadership involvement. ECPs can be involved in running the online community, developing content, leading/managing discussion boards, and facilitating discussions. A standing NGC would identify ECPs who can take on these virtual leadership roles.
d. Where possible, it is recommended that there be an ECP seat added to all ASHA committees, boards, and councils. This would not only increase volunteer opportunities but also ensure that ECPs are heard and considered across the Association's work. The added ECP seat would also enrich the perspectives of the committees, boards, and councils through an ECP lens. A standing NGC can assist ASHA in filling these seats by encouraging ECPs to complete a committee interest form and identifying potential committee members from the ECP community. (Future consideration would be given to the following factors: whether these individuals are voting or nonvoting members, the impact on budget for face-to-face meetings, whether these individuals are full members or observers, and the length of their term.) **(Estimated budget: $45,500)**
e. In addition, there is an existing opportunity for ECP engagement within the Audiology and Speech Language Pathology Advisory Councils. A standing NGC could work closely with the CLC/LCNB in identifying ECPs from states with open seats to run for these positions. The goal would require 25% of nominees in any given Advisory Council election to be ECPs.
f. Consider recruiting individuals who have received the Audiology/Hearing Science Research Travel Award (ARTA) award within the past 8 years for early leadership positions. The Ad Hoc NGC understands that one of the ways early leaders are identified to serve on an ASHA committee, board, or council is through their previous involvement in NSSLHA, MSLP, LDP, and the volunteer pool (i.e., people who have completed a committee interest form). Recruiting prior ARTA recipients expands the potential qualified network of ECPs.
g. Consider increasing relationships with state associations to promote their leadership opportunities to the ECP community. State-level involvement is an effective way to engage in leadership and work toward emerging and advanced leadership. The NGC's panel at the ASHA Convention consisted of emerging and advanced leaders with past experiences in state-level leadership. A standing NGC can also take responsibility for increasing connections and relationships with state-level organizations by working with the Council of State Speech-Language-Hearing Association Presidents (CSAP) to promote their opportunities to the ECP community. Fostering a foundation of leadership across multiple environments would help to ensure long-term sustainability of leadership cultivation. Guidance

can also be provided to state organizations on how to increase opportunities available to ECPs.

The following recommendations are geared at educating Early Career Leaders on leadership:

a. Developing guidelines on the following topics (to be distributed in a new member welcome packet): (1) the importance of engaging in leadership at an early stage; (2) what leadership opportunities may be available for an ECP; (3) how to start getting involved; and (4) involvement at the state level. A standing NGC can take responsibility for developing these guidelines and can work with the CLC/LCNB to ensure that leadership training efforts are coordinated.
b. Developing guidelines on how to "sell" leadership involvement to an employer. Leadership can potentially require an individual to take some time away from work, and this can be difficult for new professionals. These guidelines would help ECPs earn employer support for their work and assist in setting a balance between volunteerism and work. This could also be developed by a standing NGC.

5) *Advocacy*

One of the characteristics of Generations Y and Z is that they have an invested interest in being part of advocacy and change, and they want to see the impact of their efforts globally. They want to be part of a cause that is meaningful and recognized. Within the professions of audiology and speech-language pathology, advocacy continues to be of utmost importance to the Association to improve the CSD discipline and support the people working within it. The Ad Hoc NGC's research on advocacy revealed that it is necessary to create a movement that increases awareness on advocacy and how to participate. The following recommendations are provided:

a. Increase educational resources on advocacy, including the following topics: (1) how to manage ethical issues within the workplace; (2) the importance of advocacy efforts within the field; and (3) how grassroots advocacy can have an impact on large-scale change. These topics were identified via the ECP survey comments and research conducted by the Ad Hoc NGC.
b. Develop guidelines on advocacy as it specifically relates to ECPs and ECP-related issues, such as how to get involved in advocacy at the start of one's professional career and how to contribute.
c. Work collaboratively with ASHA's Government Relations and Public Policy unit (GRPP) and the educational arm of the Board of Ethics to support the development of ethical practice materials and advocacy efforts that are most relevant to ECPs.

In order to increase ECP involvement in advocacy and to support ECPs in understanding the significance of advocacy, it will be of utmost value to have an ECP represented on the Government Relations and Public Policy Board (GRPPB). Per the Ad Hoc NGC's earlier

recommendation to have ECP representation across ASHA's committees, boards, and councils, ECP representation on the GRPPB will result in increased awareness of legislative issues within the ECP community and (increased interest for involvement within the ECP community, and the ECP representative can also support the GRPPB in identifying issues that are of ECP interest and relevance (e.g., student loan reform) under the status quo. A standing NGC can support the GRPPB and the ECP representative to ensure that efforts are communicated with the larger ECP community.

6) *The Annual ASHA Convention*

The annual ASHA Convention is attended by a large number of ECPs, and the Ad Hoc NGC views this event as a prime opportunity to provide resources and engage with ECPs. It is recommended that ASHA encourage ECP-specific sessions at the Convention that cover topics such as managing the first year in the field; developing skills after graduation; and how to navigate through various work settings. These sessions are an opportunity for ASHA to provide educational materials that can support ECPs. A standing NGC can (a) be involved in recommending ECP topics to ASHA, (b) recruit and encourage ECPs to submit proposals to present on ECP-relevant topics; and (c) identify existing seminars relevant to ECP that can be communicated to the larger community. It is also recommended that ASHA consider creating a dedicated ECP area at convention where ECPs can network and obtain information, and identifying ECP-relevant sessions (e.g., ECP session tracker) so that young professionals can identify which sessions to target.

The Ad Hoc NGC's reception at the ASHA Convention revealed the potential for future events where the ECP community can meet face to face to learn, network, and volunteer. It would be important to have ongoing funding available for this event. Not only would such an event at ASHA allow for members of the ECP community to meet and network, but it would also enable direct dialogue to take place between the ECP community and ASHA leadership, which would allow the association to foster increased engagement. To ensure the success of such an event, the Ad Hoc NGC recommends that the event be held during a time that would encourage attendance by ECPs and ASHA leadership and that would allow for networking and structured dialogue. (**Estimated annual budget: $5,000)**

A standing NGC can support all of the abovementioned efforts and create an ASHA presentation about the NGC to present at future ASHA Conventions. Members of a standing NGC can continue volunteering at ASHA's Volunteer Village (as was done at the 2015 Convention) in order to connect with ECPs after the ECP event.

COMMITTEE RECOMMENDATIONS SUMMARY

1) ASHA establish a standing Next Generation Committee that continues to focus on the needs of ECP members. (Estimated annual budget: $10,000)

2) ASHA form an ECP online community that would be exclusively accessible and available to ECPs within the association.

3) Training and Educational Opportunities
    a. Develop a new member welcome guide to be distributed to all ECP members to communicate the resources and benefits of ASHA when they first join the Association.
    b. Expand the ASHA website to include a section specifically for Early Career Professionals (currently there is a section for Audiologists, Speech-Language Pathologists, Students, and Faculty).
    c. Expand educational resources to include education sessions directly targeted at ECPs (e.g., a webinar format) and a "crash course" on SLPs working across different settings.
    d. Consider providing free and low-cost CEUs to ECPs.
    e. Emphasize how ECPs can work through high caseload/workload size, as they are new to the profession and still navigating the workplace.

4) Leadership Cultivation
    a. Develop an "ASHA Ambassador" recognition to recognize individuals who have demonstrated early leadership involvement.
    b. Broaden the LDP to include individuals who have served as members (not chairs) of a committee, ad hoc committee, board, or council.
    c. Provide opportunities for leadership involvement through the (potential) ECP online community.
    d. Have an ECP-specific seat across ASHA's committees, boards, and councils. **(Estimated annual budget: $45,500)**
    e. Engage ECPs in the Audiology and Speech Language Pathology Advisory Councils.
    f. Recruit individuals who have received the ARTA award within the past 8 years for early leadership positions.
    g. Increase relationships with state associations to promote their leadership opportunities to the ECP community.
    h. Develop guidelines on the following topics (to be distributed in a new member welcome packet): the importance of engaging in leadership at an early stage; what leadership opportunities may be available for an ECP; how to start getting involved; and involvement at the state level.
    i. Develop guidelines on how to "sell" leadership involvement to an employer.

5) Advocacy
    a. Increase educational resources on advocacy, including the following topics: how to manage ethical issues within the workplace; the importance of advocacy efforts within the field; and how grassroots advocacy can affect large-scale change.
    b. Develop guidelines on advocacy, specifically as it relates to ECPs and ECP-related issues.
    c. Work with the GRPP and the educational arm of the Board of Ethics.

6) Annual ASHA Convention
    a. Encourage ECP-specific sessions at the convention; encourage ECPs to submit proposals; create a dedicated ECP area at Convention; and create an ECP session tracker to help ECPs identify which sessions to target.
    b. Consider a yearly ECP networking reception at the annual ASHA convention. **(Estimated annual budget: $5,000)**

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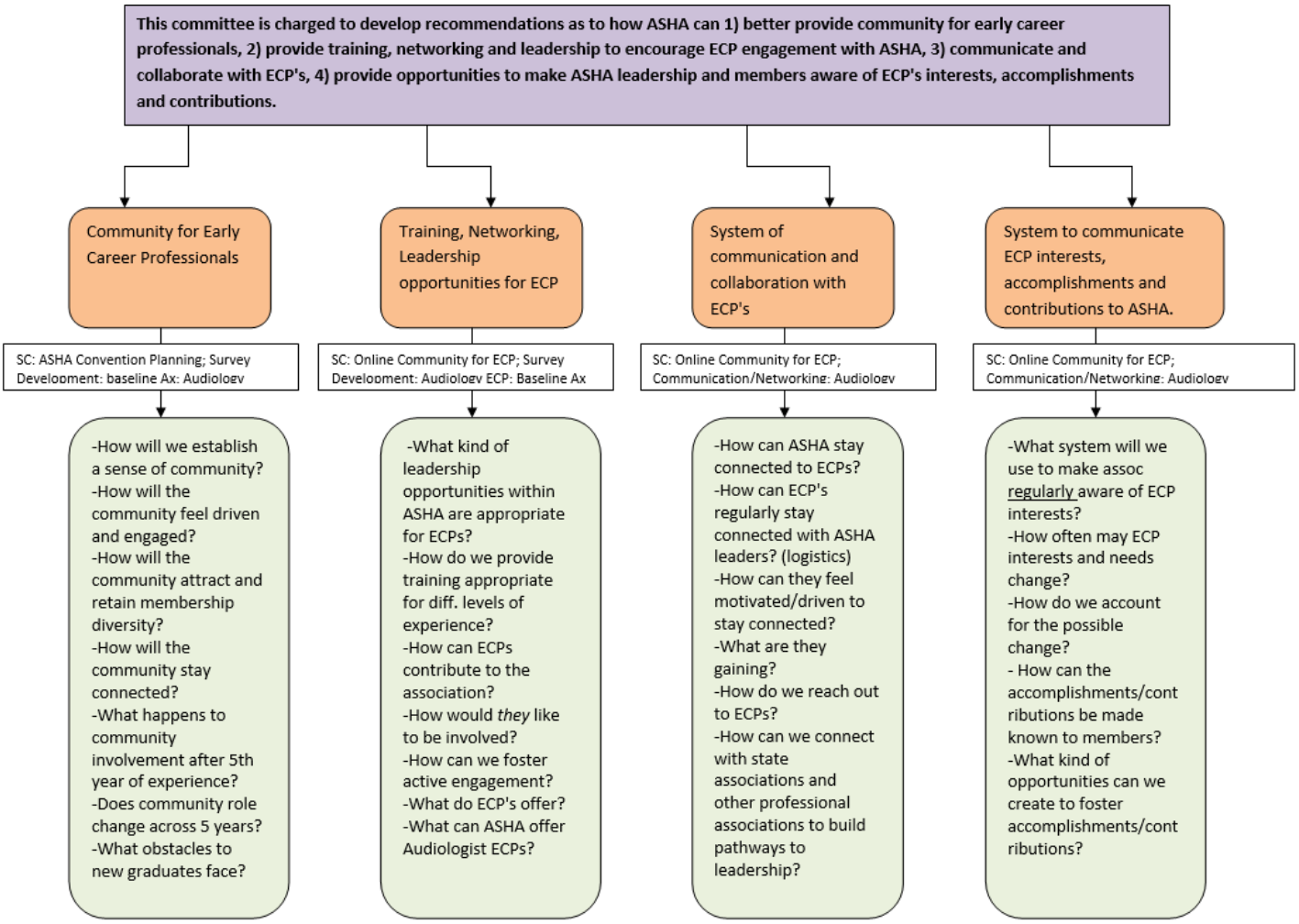
APPENDIX A

American Speech-Language-Hearing Association

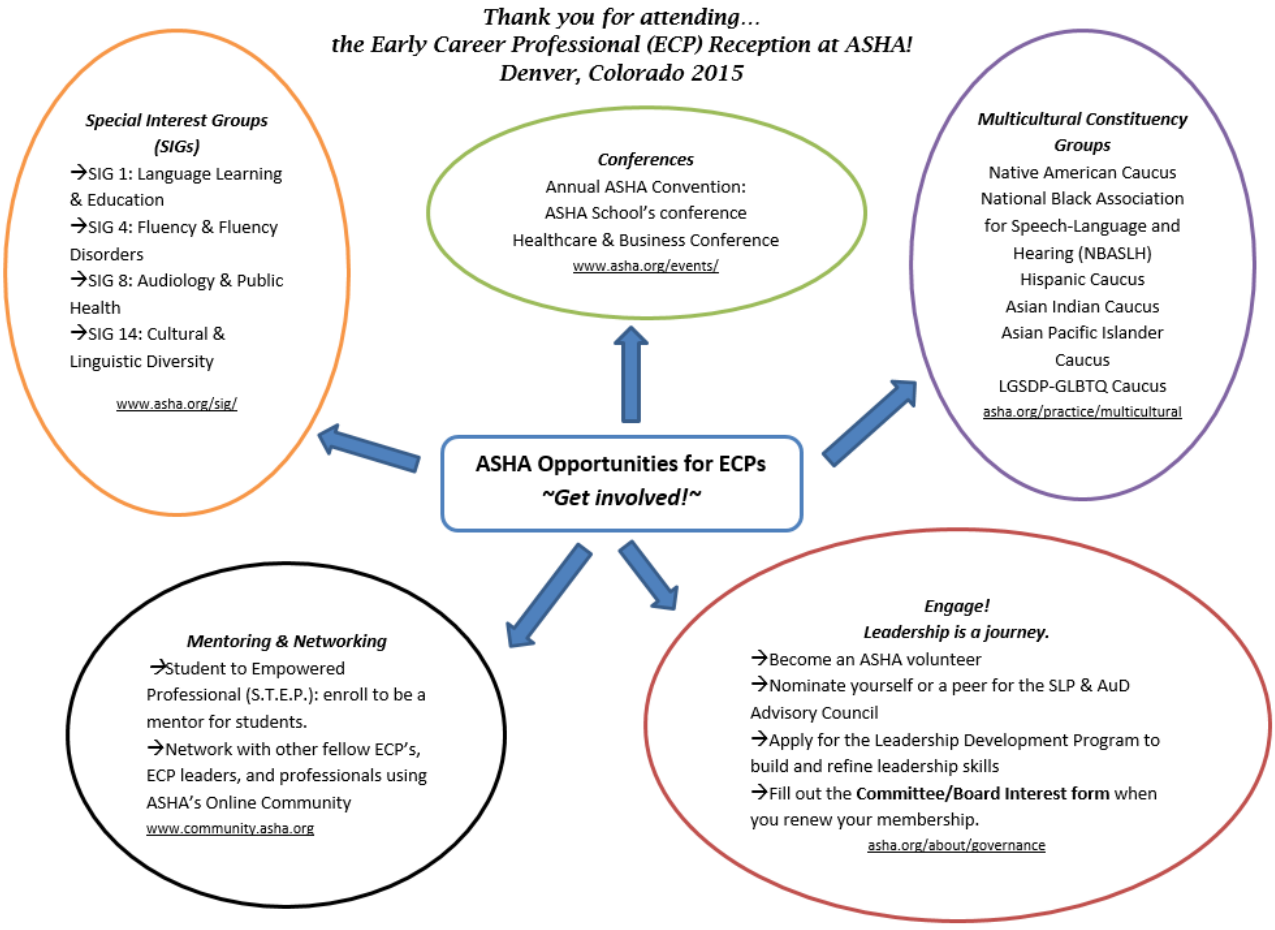
Ad Hoc Committee on the Next Generation: Road Map



APPENDIX B

American Speech-Language-Hearing Association

Handout from ECP Event at 2015 ASHA Convention



ASHA on social media: @ASHAweb (Twitter, Pinterest, Instagram)

APPENDIX C

Results of the 2015 Early Career Professionals Survey

Survey Methodology and Response Rate

The ASHA Surveys and Analysis Team administered the survey to a random sample of early career professionals (ECPs) in September 2015 (*n* = 4,004). (See page 17 of the appendix for more information on the sample.) ASHA defines ECPs as members who are 30 years of age or younger and/or have fewer than five years of membership. An e-mail invitation included a link to the web survey. ECPs who did not initially respond received follow-up e-mail invitations.

Of the 4,004 ECPs in the sample, 12 had previously opted out of receiving web surveys; 28 had undeliverable e-mail addresses; and 29 opted out of this and future web surveys. This left 3,935 possible respondents. The actual number of respondents was 1,003—a 25.5% response rate.

Executive Summary

Demographics

- The majority (92%) of the respondents are speech-language pathologists; 7% are audiologists; less than 1% are speech-language-hearing scientists; and 2% have another status.
- The majority (78%) of respondents are 30 or younger.
- Most (53%) respondents have been a member of ASHA for 1 to 3 years.
- More than a third (37%) of respondents belong to their state speech-language-hearing association.

Member Satisfaction

- Most respondents are somewhat satisfied (54%) or very satisfied (37%) with their ASHA membership.
- In comments, many respondents attributed their satisfaction to the abundance of resources available to them as members. Many who aren't satisfied said the benefits of membership aren't worth the cost.

Top Professional Challenges

- In comments, ECPs who are audiologists indicated their top professional challenge is "reimbursement." Those who are SLPs indicated their top professional challenge is "high caseload or workload size." ECPs noted numerous other challenges as well.

Finding Information through ASHA

- Most (55%) respondents rated their experience with finding information relevant to their needs through ASHA as *good*; 18% rated it as *excellent*.

ASHA Programs, Products, and Services

- Many respondents indicated the 21 programs, products, and services listed in the survey are *somewhat useful* or *very useful*.
- When asked to select the one program, product, or service that best meets their needs as an ASHA member, most selected *continuing education opportunities* (29%), *scholarly journals* (21%), or *The ASHA Leader* (13%).
- Most respondents indicated they are not familiar with volunteer opportunities (62%); the online Practice Portal (59%); the online Take Action Center (58%); and podcasts (57%). Half are not familiar with live online chats. A very small percentage (4%) are not familiar with *The ASHA Leader*.

New ASHA Initiatives

- Of the seven potential new initiatives listed in the survey, *somewhat interested* and *very interested* ratings were highest for *special education sessions for early career professionals (online)* (87%) and *online community for early career professionals* (81%).
- When asked what additional activities or services ASHA could offer that would benefit them both professionally and personally at this stage of their career, the most common write-in response was "free or low-cost continuing education opportunities."

Engaging Younger Generations

- Half (50%) of respondents thinks ASHA is successful at engaging younger generations; 15% thinks ASHA is not successful; and 35% doesn't know.
- Many respondents who think ASHA is successful at engaging younger generations commented on the wealth of online materials available to them. Many respondents who don't think ASHA is successful indicated the benefits of membership aren't worth the cost, perhaps especially for ECPs with student loan debt and salaries lower than those with more years of experience in audiology or speech-language pathology.

Involvement in ASHA

- Nearly half (41%) of respondents expressed interest in getting involved/more involved in ASHA.
- These respondents were asked to indicate their top three reasons for wanting to get involved/more involved. Of the eight possible choices, percentages were highest for *professional growth and development* (93%), *opportunities to make a difference* (56%), and *preparation for career growth* (50%).

General Comments

- In final comments, respondents suggested a number of new ASHA programs, products, and services; offered praise and criticism; and reiterated the need for affordable dues and continuing education opportunities.

Complete survey results available upon request (please email governance@asha.org).